ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.	DO NOT WRITE IN SPACE BELOW
ED002654	N.A.	N.A.	

4. AUTHOR(S): N.A.

5. TITLE OF DOCUMENT ABSTRACTED: Migrant School

6. PUBLICATION TITLE: N.A.

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN
ORG.
ST. Hannibal, New York
CITY, STATE

9. PUBLISHER OR SOURCE: Hannibal, New York

TELE. EXT.
INST/LOC CODE

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	1962	10

MICROFILM COPY AVAILABLE: YES ☒ NO ☐

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COPYRIGHT RELEASE FILED: YES ☐ NO ☐

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: Report

16. INDEXING TERMS (6-12)

motivation	migrant children	elementary education	correlation
field trips	pupil interest	summer schools	migratory education
language arts	playground activities	industrial arts	arts and crafts

17. ABSTRACT (MAX. 250 WORDS)

The use of an all-purpose room for a summer program created a happier atmosphere for children, gave each child the opportunity to proceed to a new activity when ready, and enabled each teacher to supervise a greater number of activities. Activities were related to such familiar ideas as the out-of-doors, travel patterns, and families, so that physical activity and motivation for reading, writing, and arithmetic could be provided. The children were exposed to new places and job opportunities. A mid-morning snack was provided, and a well-balanced lunch allowed children to try unfamiliar foods. The teachers were able to give instruction in table setting and meal preparation, since the eating area was in the same multi-purpose room. An enrollment and attendance chart showed 81 percent attendance for the session; a weight and height chart indicated that all the children made gains.

Experiences included the making of hand puppets, tin can spin reels, and collapsible clothes trees.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OR PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

ED002654

MIGRANT SCHOOL

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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hannibal, n.y.

1962

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AIMS AND OBJECTIVES

To find activities that would be interesting to the children by relating the activities to ideas they were already familiar with. This included the out-of-doors, their travel patterns, their families, etc.

To use these activities as motivation for reading, writing and arithmetic.

To enlarge the children's horizons by exposing them to new places and new job opportunities whenever possible.

- STAFF -

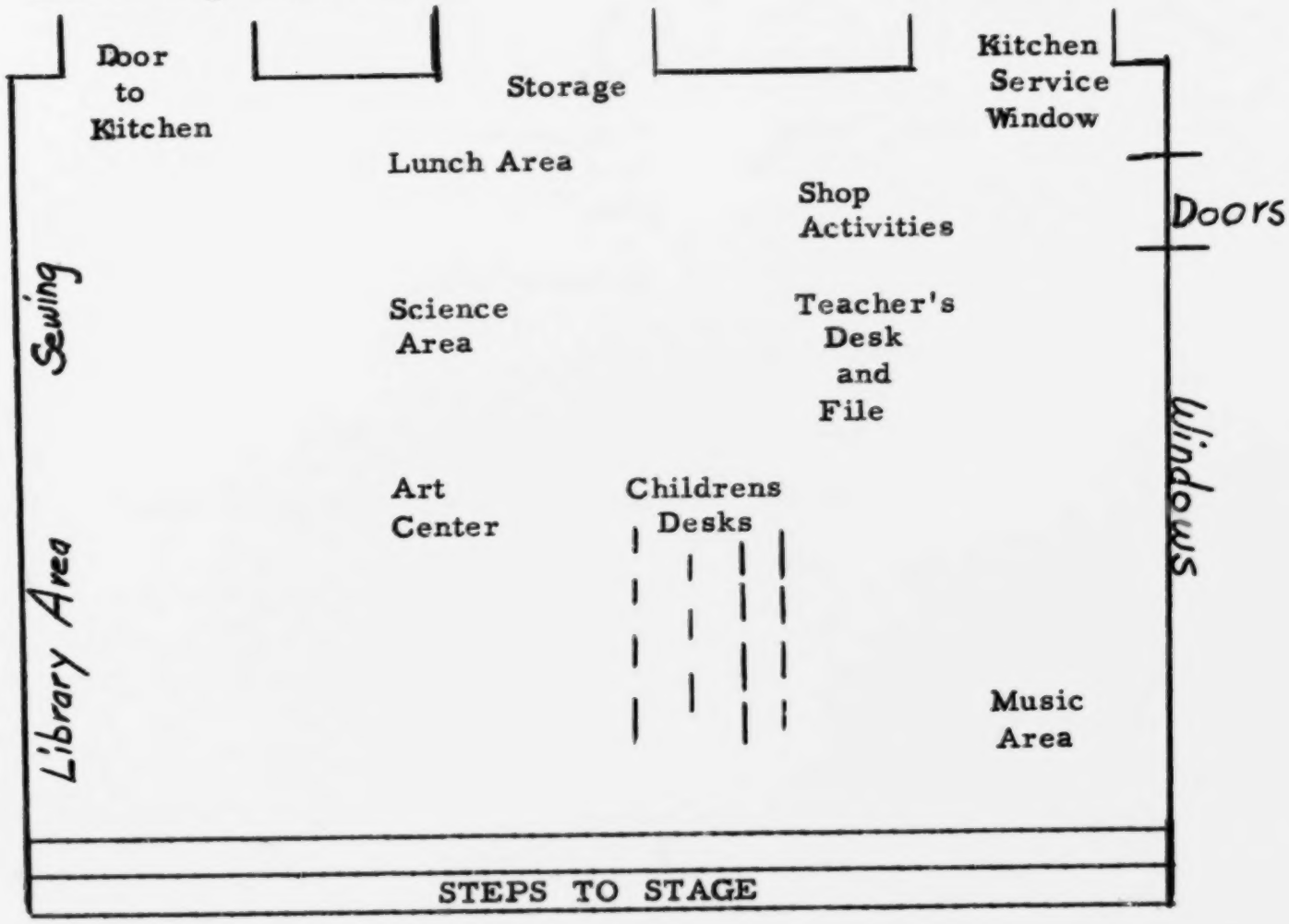
Mr. Carl Andrews	-	Supervising Principal
Mrs. Virginia Goodale	-	Elementary Supervisor
Mrs. Viola Quinnell	-	Teacher
Mrs. Elizabeth Campbell	-	Teacher
Mr. Donald Hansen	-	Industrial Arts Teacher
Dr. Angelo Arena	-	School Doctor
Mr. Gene Horn	-	Bus Driver
Mrs. Irene Blanchard	-	Dietitian and Cook
Mrs. Dorothy Deming	-	Secretary

DAILY SCHEDULE

9:00 - 9:30	-	Flag Salute Songs Story
9:30 - 10:30	-	Language Arts
10:30 - 10:45	-	Milk
10:45 - 11:15	-	Playground Activities
11:15 - 12:00	-	Industrial Arts, Arts and Crafts
12:00 - 1:00	-	Lunch

ENVIRONMENT

Hannibal Summer Migrant School was located in the Fairley Building. The All-Purpose Room was used as a classroom and all the children were in the same room. The two teachers and special teachers all worked as a team in this one large area without having to be annoyed by sound. The arrangement is diagrammed below.



There were a number of advantages in using this room as a classroom.

(1) Size, high ceiling and location within the building was excellent in heat control.
(2) Having interest areas in same room stimulated child to do things they saw in other groups.
(3) Eating area in same room enabled teacher to give some training in table setting and preparation for a meal.
(4) It was possible to have the school summer cleaning program progress normally.
(5) This room was located near office, health room, lavatories, kitchen, library and art supplies.

ENROLLMENT AND ATTENDANCE

	AGES	DAYS ATTENDED
Charles Skipper	6	30
Caroline Frazier	7	6
David Skipper	7	30
Charles King	8	20
Billy Skipper	8	29
Joann Reeves	9	17
Raymond Reeves	10	18
Ernest Skipper	10	29
Eddie Terry, Jr.	10	22
Allen Johnson	11	23
Leroy Reeves	13	9
Alfred Reeves	14	9

2 Had perfect attendance

2 Missed only one day

81% Attendance for Summer

HEIGHTS AND WEIGHTS TAKEN

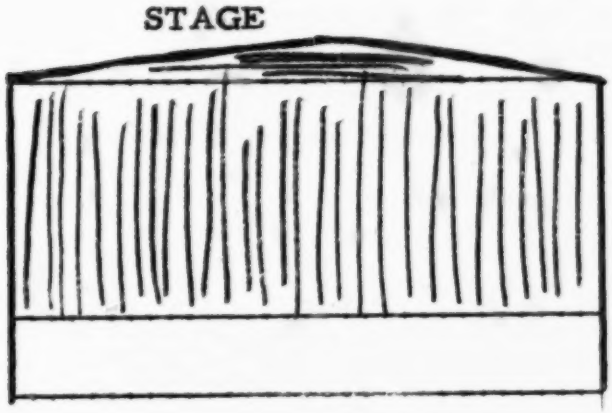
Dr. Arena gave physicals to all of the children. No defects were found. All of the children gained weight during the summer.

	HEIGHT	WEIGHT (July 12th)	(Aug. 17th)
Leroy	70"	138	
Raymond	59-1/2"	100	
Ernest	58-3/4"	84-1/2	84-1/2
Charles King	53"	76	78
David	51"	66	66
Charles Skipper	48"	56-1/2	59
Billy	52"	68	69
Joann	55"	75	
Allen Johnson			88-1/2
Alfred Reeves			
Eddie Terry			88-1/2
Caroline Frazier			

EXPERIENCES

The younger children made hand puppets, using paper mâché for the heads. The clothing was made to cover the child's hand and wrist. While waiting for the paper mâché to become dry enough to paint, the children constructed a stage with curtains. This was made from a cardboard carton and material scraps. After the puppets and stage were complete, the younger group put on a make believe "T.V. puppet show" complete with a commercial, for the older group, supervisor and camp chaplain.

STAGE



← Curtain, hung on long side of coat hanger.

← Cardboard carton.

← Paper mâché painted hair, face and features.

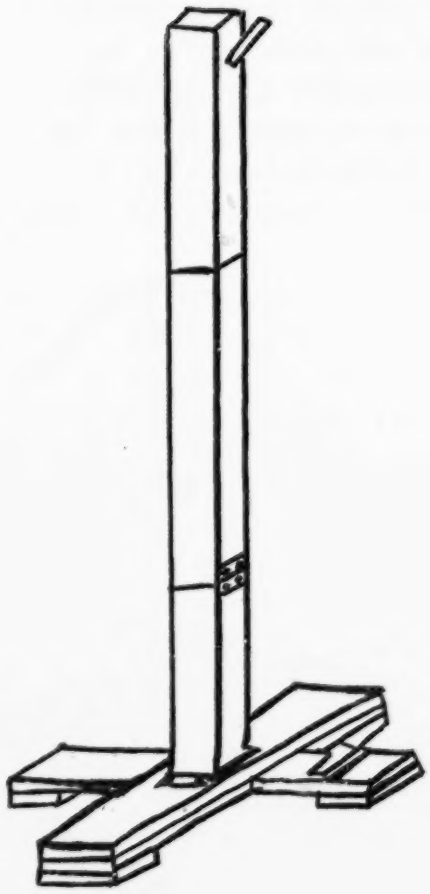
← Cloth

During our puppet show Allen Johnson sang his "Fort Pierce Song" about Uncle Joe riding up to town.

Sand casting had been done at the beach last year. The younger children and a few of the older ones asked to make "sand pictures" again.

Cheese boxes and note paper boxes were used. A layer of dry sand was placed in the bottom of each box in which shells, pebbles, driftwood and marbles were arranged to make a picture. Plaster of Paris moistened to the consistency of paste was poured into the box (about 1/2 inch deep). This was done at the beach and each brought a box home without breakage. When the plaster of Paris was dry, the box was torn off and the sand was brushed away to show the picture. Felt was glued to the back so the plaster of Paris would not scratch table or bureau.

A simple terry cloth jacket was a good reason for learning to use a ruler. Facing a slit for the neck opening, side seams that also formed sleeves and a hem at the bottom could be done on the sewing machine by Joann, the older of the girls. Red and blue rick-rack added color to the white background.



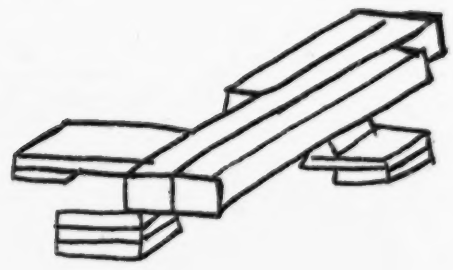
A COLLAPSIBLE CLOTHES TREE

(Mr. Hansen's Report)

Planning:

A great deal of planning and designing were done in order to find a project suitable for these students.

(1) A project that had not been done before.
(2) A project that is useful.
(3) A project that is easily taken with them and involving as little space as possible.



Mrs. Campbell and Mrs. Quinnell suggested a clothes tree. A design was planned that would collapse to 4" high and 20" square. By keeping the measurements to a 1/2" limit, we could use this with a wide age range.

Instruction:

(1) Importance of accuracy, planning and designing, pride in your work and cost, etc.
(2) How important it was to use names of materials and tools, rather than just calling them "things".
(3) How much more it meant to use a first name than just a plain hammer, saw, bit, etc. (Kind of hammer.)
(4) How much more meaningful to be able to spell the words.
(5) How to use basic hand tools properly and safely.
(6) How to read a ruler and be able to measure more accurately.

Interest:

Interest was very good and they all looked forward to the two hours of instruction and work each day. Their milk break happened to be planned in this two hour period (and many times had to be brought to their attention).

Their interest was evident beyond the instruction and working time each day.

Examples:

(1) They practiced driving nails into a board and even had a contest to see who could do it with the least number of strokes.
(2) Learning to saw off boards was accomplished in the same manner.
(3) There was also much evidence that they had learned the proper tool names, outside of class.

Projects:

The older students made the clothes tree, while the younger ones enjoyed just nailing blocks together. They made boats from the blocks, using dowels for smoke stacks. This was done with the importance of accuracy, looks, craftmanship and pride in their work in mind.

Conclusion:

This activity seemed to be most worthwhile. Physical endeavor in making the project, as well as its correlation with reading, writing and arithmetic, helped to make it more meaningful to the student.

These students do not work well together on one project. This is also evident between brothers.

Pictures and an article from the April 1962 issue of "Boys Life" showing how to make and use tin can spinning reels appealed to the older boys.

Each boy brought a tin can. One end was removed, a piece of broom handle was nailed inside for the holder and 50 feet of fish line (with a sinker near the end) was wound around the can. There was a short practice time on the playground. Hooks and worms were added.

Allen proudly caught the first fish with his reel on our next trip to Fair Haven State Park.

Archery proved interesting to all of the boys. The girls were convinced that it was something they could do, too. In the beginning, it was difficult for the boys to understand that they should follow certain precautions, so the arrows would not break. As their interest grew and the supply of arrows diminished, they were very careful and not even one arrow was lost or broken for the remaining three weeks.

Official scoring procedure was followed and competition was keen. Practice in addition was continuous in order to know their own score and check their neighbors as well.

LUNCH PROGRAM

Delicious, well-balanced meals were prepared by Mrs. Blanchard, a regular school cafeteria cook. Milk was provided for a mid-morning snack.

Meals were served family style, children tried small servings of new foods.

A chart was hung near the entrance each Monday showing the responsibilities of each child at noon, for the week. These included setting the table, carrying food in, pouring milk, scraping dishes, carrying dishes out, sweeping the floor, arranging chairs around table, keeping library books in order, etc.

Each morning the children checked eagerly to see what chore they were to do. If it was their day to be free from chores, they were allowed to select a record or story for the quiet time before the bus came to take them home.

All were eager and happy to help and worked together very well.

RECORDS AND BOOKS

Both older and younger groups enjoyed the "Sing Along Records" and the Dr. Seuss stories of "Bartholomew and the Oobleck" and "Yertle the Turtle". Charles Skipper, a 7-year old, sang along with the older ones and knew the words. for most of the familiar songs. They would sit spellbound then burst into laughter, but not loud or long enough to miss a word of the record.

The record stories were introduced on Thursday, the following Tuesday all the children went to the elementary library for books as usual. "Bartholomew and the Oobleck" and "Yertle the Turtle" were brought back. The younger group sat close and looked at the pictures while the stories were read without record accompaniment.

After lunch, at the usual record time, one of the older children held the book and turned the pages while the others listened to the record and followed the pictures... chuckling with pure enjoyment. The children did this time after time, never tiring of those two stories. Later when a little turtle was brought in, it was immediately named "Mack" and given tenderest care and sympathy.

In the read aloud time both groups enjoyed "Paul Bunyan" and "Tall Tales". The more preposterous, the more enjoyment.

Friday, July 26th, was rainy and real cold. The children came with jackets and extra shirts. We went by bus to the canning factory at Sterling known as the Sterling Co-op.

Mrs. La Due took us through the plant, starting where the large boxes of green beans were dumped by a "fork lift" into a machine which brushed off the loose sand and shook out the weeds.

We followed the beans to see them washed, sorted, cut by machines, packed in tin cans, filled with brine and capped. Next they were sent to the cooker in huge iron baskets where the beans were cooked under steam pressure for about fifteen minutes. The hot beans and huge baskets were dunked in cold

water. Then they were carried by elevator down to the packing room where women packed them in cartons. The cans were not labeled or the cartons sealed. Later when an order comes from a company, the labels are put on. Each unsealed carton was stamped with grade and type of bean. These were in huge piles in the storeroom.

We saw them label and seal cartons of applesauce for A & P Grocery Stores. The applesauce had been in storage since last fall.

The children were interested in all the machines and elevators for sending empty and filled cans to their destination. They especially liked the "fork lifts" and the things the men did with them.

During the summer, the children decided that they would like to visit Rochester and the trip was arranged. In the morning the group toured the Museum of Natural Science. A picnic lunch was eaten in one of the parks. This was followed by a trip through the zoo. It was a completely new experience for all.

The size of the city was impressive to them. Watching the animals play in the zoo was the activity enjoyed most.

Fridays were special days since it was usually the day for a picnic at Fair Haven State Park. Many activities, such as swimming, fishing and hiking were part of these days. Rev. Davis, camp chaplain, went on picnics and trips with us and was most cooperative and helpful.

On one fishing trip green milkweed pods were collected and later painted and feathers attached to make parrots and parakeets.

Collecting leaves on one of the hikes led to classroom research and writing activities. Knowledge of a state park created an interest in reading some of the Jim Forest Readers published by the Harr Wagner Publishing Company. These are books that are written for children with a high level of interest and a low level of difficulty.

The last picnic of the year was highlighted by a ride in Mr. Andrew's cabin cruiser.

A library book about snakes was interesting to the older boys. They decided to make the cage described in this book.

After carefully reading the directions, plans were drawn, lists were made, materials available were brought from home, others were purchased at a local store.

Our work began. After using it during the summer, the group decided to leave it in the building for students to use this fall.

EVALUATION

The group seemed happier to be in one large room with interest areas in various parts of the room. It gave each child an opportunity to go on to a new activity when he was ready. It gave the teachers an opportunity to supervise a greater number of activities at the same time.

It is hoped that a type of manual arts program could be developed for the younger children another year. The younger group had improved in reading so very much from the previous year.

It would be beneficial to the teachers to have an opportunity to share ideas with those who are teaching in the other schools at some time prior to the beginning of the summer program.